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ABSTRACT

GRADES OR AGES: Secondary level. SUBJECT MATTER: French (Intermediate). ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into 14 units, each of which is laid out in four columns across two pages. Column headings are: Concept To Be Taught, References, Special Comments, and Evaluation. The guide is offset printed and spiral bound with a paper cover. OBJECTIVES AND ACTIVITIES: A basic theory and general objectives are outlined in an introductory chapter. Activities outlined in the first three columns of each unit consist mostly of grammatical drills, reading for understanding, and writing on selected topics. Translation is not emphasized. INSTRUCTIONAL MATERIALS: A list of six texts to be used in the course is given at the beginning of the guide. The second column in each unit refers to specific parts of these texts for each activity. STUDENT ASSESSMENT: A fourth column in each unit makes suggestions on appropriate times for quizzes or exams. An appendix suggests types of exam questions that can be used to test specific skills. One example is given for each type. (RT)

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FRENCH

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Foreign Language Curriculum Guide
Preliminary Version

Volume 2 - Intermediate Phase
Level III

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A Noah Wallace Fund Experimental Center Project
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FOREIGN LANGUAGE CURRICULUM STUDY - FRENCH
INTERMEDIATE PHASE
1963 - 1968

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F O R E W O R D

This Guide represents the culmination of over three years of study of the foreign language program in the secondary schools. The group faced the difficulties of changes in staff, large numbers of students, inadequate laboratory facilities, variations in texts, and insufficient time allotments. As a result, overcoming these rather formidable obstacles creates something of the exuberance of une grande victoire.

With nongrading on the secondary level imminent, the Writing Committee planned the Guide to allow for a steady progression of skills from unit to unit. Students of all abilities will be able to continue the study of French or Spanish as long as they have an interest. Language study remains open to every student, not just to a select few.

The program is based on the audio-lingual approach. The Guide itself is divided into four sections: concepts to be taught, references to instructional materials, special suggestions for teaching procedures, and evaluation techniques. Taped materials are correlated to lessons throughout. A separate script of the tapes in use in the program is available. To aid in revision, teachers are asked to annotate their own copies of the course of study.

The foreign language teachers should be lauded for their patience and forbearance as well as for the excellence of the material found in this Guide.

For the Committee,

Joan D. Kerelejza

USING THE CURRICULUM GUIDE

UNGRADED INSTRUCTIONAL PROGRAM

The concept of an ungraded foreign language instructional program, on which this Curriculum Guide is based, is new and challenging. It is hoped that it will enable all students who elect to study French and Spanish to find a measure of successful achievement in such pursuit. With its framework of units and levels, the program will allow a student's progress to be paced at a rate which is best for him. Methods of evaluation of his progress have been carefully indicated in the Guide.

ELECTION OF FOREIGN LANGUAGE AND STUDENT PLACEMENT

The foreign language program consists of six years of instruction, with students having the option of beginning their study in the seventh, ninth, tenth, or eleventh grade. The student has a double election at the end of the sixth grade. He may or may not elect to take a foreign language; he may elect French or Spanish. Readiness for foreign language study should be judged by elementary school achievement in English and social studies and by maturity level. Students should be advised by their sixth-grade teachers and guidance personnel as to their readiness.

Progress and achievement determine whether or not a student should continue in the foreign language program in the eighth grade. Teacher evaluation of a student's performance is of vital importance here. It is often profitable for a student to wait a year or two and begin the material again. Continuance in the high school should be with placement at the unit and year in the student's on-going foreign language experience at which he finds himself. Under this ungraded program, the student may complete large units of work at different times during the school year in accordance with his ability.

Students should be encouraged to plan at least a three-year sequence if they elect to begin the study of foreign language at the high school. Learning to speak is time-consuming and, unless more than two years are planned, the ability of the students to read and especially to write will be seriously underdeveloped.

COLLEGE ENTRANCE CREDITS

The problem of college entrance credits under the ungraded program can best be met by indicating on the transcript the fact that the student has successfully completed a number of levels (Level in this sense is to be defined as the equivalent of one year's work under the traditional programs) of French or Spanish rather than the number of years he has studied the language. A good evaluation of such progress through the levels is the MLA Cooperative Modern Language Tests in the basic four skills.

Standings on these tests, based on national norms, present valuable information for college admissions officers in evaluating credit in foreign language and should be part of the transcript.

BASIC CONVICTIONS

The following convictions form a basis for this Curriculum Guide:

1. French and Spanish are of immediate practical and cultural value in the curriculum of the Farmington Public Schools in that they:

   a. Meet the practical need of introducing the culture of the French-and Spanish-speaking peoples to the student so that he can learn first-hand about groups of people who are members of foreign language-speaking minority groups in his own community, state, and nation, or who are members of nations which are near neighbors of the United States, as well as part of the United Nations community.

   b. Prepare those students who will enter commercial areas of world trade with a language background and understanding of economics and cultural patterns which will aid them in this pursuit.

   c. Provide the necessary preparation for advanced work and admission requirements in foreign language at colleges and universities.

2. The foreign language must LIVE for the student if it is to justify its place in the curriculum. To be ALIVE it must be active, interesting, and challenging in spirit. The student must be able to see his progress and the value of his study if it is to maintain his interest.

3. A student will achieve best in a program which proceeds at his rate of learning. He is not discouraged in a program in which he is not held back by slower-learning students or unnecessarily challenged beyond his ability by faster-learning students.

METHODS USED

The method adopted for use in the Farmington Public Schools is that which was formerly called the "audio-lingual" and which perhaps could be better named "basic skills," since all four skills are to be developed during the language experience of the student.

At first the approach is completely oral, with the student learning to comprehend the spoken word (listening skill) and responding to it with oral utterances which have meaning both to speaker and hearer (speaking skill). When evaluative techniques indicate that the student is ready for the third basic skill, that of reading comprehension (reading skill), he is introduced to the textbook and begins by reading material he has already mastered in the listening and speaking stages of learning. The fourth skill, that of writing (writing skill), is developed progressively through various means which are described later in this Guide.

LANGUAGE OF THE CLASSROOM

The language of the classroom is that which is being learned. For clarity and understanding, an occasional English meaning may be given; however, care is to be taken not to allow classes to deteriorate into sessions in English.

GRAMMAR

Grammatical patterns, basic to the mastery of the basic four skills, are taught by practice drills and laboratory sessions in which imitation, repetition, and variation insure familiarity and mastery of the speech habit. Explanations of grammar are often confusing to the student and are postponed until the pattern has been controlled by the student, in some instances many units or levels later.

LABORATORY DRILL

Laboratory drill is an important part of the language learning experience. The student's active participation in laboratory sessions, whether he is recording or not, is a critical point to be insisted upon by the teacher. Passive listening without mouthing the sounds in careful imitation is of little value. In structural drills the student should be encouraged to anticipate the correct model, listen to it, and then repeat it. It is often advisable to give visual aid by using an overhead projector, filmstrip, or film to insure learning with meaning rather than parroting of material.

VISUAL AIDS

Visual aids form a very necessary part of the courses. The overhead projector offers many opportunities for presentation of visual cues to match oral drills and responses. Realia in the form of objects, models, pictures, and materials gathered from the French-and Spanish-speaking countries add interest and variety. This storehouse of teaching aids and materials should be continually improved.

PRONUNCIATION

While specific references are made to certain pronunciation patterns in the units following, the oral command of the sound structure of the language must be constantly refined and improved. The teacher should correct glaring errors, but not at the expense of fluency. The student should be encouraged to speak; he may be discouraged by persistent interruption of speech patterns for correction of minor mistakes.

MLA COOPERATIVE FOREIGN LANGUAGE TESTS

The MLA Cooperative Foreign Language Tests are used as an evaluating device to enable the teacher to judge the student's progress and to determine areas for restudy. Forms LA and LB are given near the end of Level I, the end of Level II, and at the half-way mark in Level III. Forms MA or MB are given near the end of Level III, the end of Level IV, and the end of Level V. These cooperative tests are used diagnostically, not for grading purposes. Other quizzes and tests are written by teachers or adapted from suggestions in the specific publisher's Teacher's Manual for the textbook being used.

TESTING TECHNIQUES

Suggestions for testing the four skills, prepared for methods classes at Central Connecticut State College, are repeated in Appendix A as a guide for teachers in preparing quiz and test materials.

Unit tests should be uniform for each unit taught. As the staff prepares such tests, strict security will be required, since only when we can use an evaluative instrument over several years do we have the necessary knowledge to judge progress on the part of students. Teachers will wish to return tests for class review, but should be certain to collect and store them after such review.

ROLE OF THE TEACHER

It must be emphasized that the key to successful teaching is the classroom teacher. He is an individual, as each student is an individual. It is hoped that as a creative individual the teacher will develop a multiplicity of methods and means to lead his students to successful learning experiences. This Guide is to give direction to the foreign language program for continuity and coordination, and should not deter a teacher from individualistic practices so long as they are coordinate with its broad framework and basic method. We ask that members of the foreign language staff communicate their new ideas and practices, with an aim to constant revision of this Guide, to keep it current and valuable.

Frederick R. Burkhardt
Resource Teacher
Grades 7 - 12
Modern Foreign Languages

FRENCH-LEVEL III

Introduction

In choosing the text Parler et Lire for the third-level course, the Department of Modern Languages had several considerations in mind:

1. It was felt that, after having completed the work of the two-volume Le Français Vivant, the student should have a very firm foundation in the grammatical patterns of French, a basic vocabulary, and a beginning exposure to reading.

2. A definite need at this juncture in the study of French was that of increasing the skill of reading so that the student would be able to read current, active French.

3. In changing the emphasis to that of reading, we should not lose sight of the other three skills and should remember that these must be constantly refined and practised.

With these convictions as bases, then, the teacher should adapt the suggestions in this Guide to meet the several and collective needs of the class. It may be necessary to accelerate or decelerate the pace of the class; one or more of the skills may need emphasis at any time. In no case should the teacher consider the text to be the course for the year.
Some students may finish the text and be well advanced into the Level IV materials by the end of the school year; others may have to start the year in Level II material and then finish the Level III material; others may find it necessary to extend the period of study for Level III material into the normal Level IV time.

Cultural material should be introduced and used whenever appropriate. The teacher should make use of his background, knowledge, personal experience, and travel and should take each opportunity to enlarge the experience of the student.

Teachers may find that students who learn faster are ready for the work of Level IV before completion of the thirteen units in Level III. Such students may be advanced to the work of the next level at the end of Units X, XI, XII, or XIII.

For variety, teachers may also find it wise to break the standard pattern of the work of this Level III course by using reading material which is available in the Department Resource Center. Suggested for use at this level are the following:

La Dernière Classe, Alphonse Daudet

La Chèvre de M. Seguin, Alphonse Daudet

Une Chasse à l'Ours, Alexandre Dumas

TOP, Réalités Jeunesse

(Current selections from this weekly magazine which may be judged as appropriate and of proper reading level for the students involved.)

CHECK WITH THE DEPARTMENT CHAIRMAN (RESOURCE TEACHER) FOR OTHER MATERIALS WHICH MAY BECOME AVAILABLE.

REFERENCE BOOKS FOR FRENCH - LEVEL III

Le Français: Parler et Lire, Langellier, Levy, and O'Connor
Holt, Rinehart, and Winston, New York, 1963

Teacher's Manual for above

Le Français Vivant 2, Couture
Charles E. Merrill Books, Inc., Columbus, Ohio, 1966

Workbook in French, Two Years, Second Edition, Blume
Amsco School Publications, Inc., New York, 1966

Workbook in French, Three Years, Blume
Amsco School Publications, Inc., New York, 1963

Précis de Grammaire, Langellier
Holt, Rinehart, and Winston, New York, 1962

FRENCH - LEVEL III

CONCEPT TO BE TAUGHT	REFERENCES
	PRELIMINARY UNIT
Use and value of the textbook	Teacher's Manual, pp. XVII - XXIV
	Parler et Lire

SPECIAL COMMENTS	EVALUATION
Care should be taken to make certain students understand how to use the text. Impress the student with the idea that he is expected to read for ideas and to guess intelligently at unknowns. CAUTION: Teacher should not follow Teacher's manual exactly! Remember that you have third-level students using a second-level text at this point!	

UNIT I

CONCEPT TO BE TAUGHT	REFERENCES
Word identification - Vocabulary	Parler et Lire, Chapître Un Petit Dictionnaire, pp. 1 - 5 Teacher's Manual, p. 1 Overhead Projectuals
Reading comprehension	Parler et Lire La Vie Journalière #1 p. 7 #2 pp. 11-12 #3 pp. 14-15 #4 pp. 17-18 Teacher's Manual pp. 1-12

SPECIAL COMMENTS	EVALUATION
Words should be presented in context. Do not attempt to teach all vocabulary items at once. Use Teacher's Guide and text to determine when items are best taught.	Multiple-choice quiz
Presentation of definitions or of pictures characterizing actions by overhead projectuals has proved to be excellent.	Students should demonstrate ability to use vocabulary in responses to questions based first on text material, then adapted to personal material.
Use questions in A, Narration Orale, for quick classroom drill.	Student should be able to answer questions with fluency and without hesitation.
Assign reading according to the ability of the class. If this unit begins the year, move slowly; if material is presented after completion of work in Le Français Vivant 2, move rapidly.	Books may be open.

CONCEPT TO BE TAUGHT	REFERENCES
Review of present tense and imperative of regular verbs	Parler et Lire Grammar Sections 1 and 20 pp. 329 - 332, 388-389, 334-338 Workbook in French, Three Years pp. 1 - 5 Review Drills, Taped, Le Français Vivant 2, R 1, 2, 3, 4, 5. 6.
Writing practice	

SPECIAL COMMENTS	EVALUATION
Use any or all material <u>necessary.</u> <u>Individualize</u> instruction; give student drill he needs! Eliminate English-French translations. Use lists of verbs for drill. Use drills as models for oral work. Check file for additional written drills.	Construct quiz with subject change. Student should be able to make changes easily and fluently.
Use several types - answers to questions in B - Narration Ecrite, changing subject in a paragraph (i.e. <u>je</u> > <u>nous</u>, <u>vous</u> > <u>tu</u>, etc.). Give writing drill a minor emphasis at this point.	Use <u>Chapître Un Exam</u> for final evaluation of progress.

UNIT II

CONCEPT TO BE TAUGHT	REFERENCES
Word identification - Vocabulary	Parler et Lire, Chapître Deux Petit Dictionnaire, pp. 20 - 21 Teacher's Manual Overhead Projectuals
Reading comprehension	Parler et Lire La Vie Journalière #1 pp. 22 - 23 #2 pp. 24 - 26 #3 pp. 27 - 28 #4 pp. 28 - 30 Teacher's Manual pp. 13 - 21

SPECIAL COMMENTS	EVALUATION
Use toys and pictures to illustrate meaning.	
Make use of antonyms and synonyms.	Continue evaluative procedures as in Unit I.
See Comment for Unit I on presentation.	
Use short-answer and long-answer questions (A and B) for classroom drill.	Insist on fluency and comprehension.
Assign reading selections according to the ability of the class.	

CONCEPT TO BE TAUGHT	REFERENCES
Review of irregular verbs Aller, avoir, être, faire	Parler et Lire Grammar Section 4, pp. 340-341 5, p. 343 Review Drills, Taped, Le Français Vivant 2. R8, 9, 10, 12

L'article défini

SPECIAL COMMENTS	EVALUATION
Use drills as needed. Individualize instruction. Give attention to students who are deficient; let others work on vocabulary, etc. It may be necessary to require additional lab sessions for some students.	
Drills for Le Français Vivant 2 are better prepared than those for basic text. Check file for additional drills. Include review drills for regular verbs studied in Unit I.	Construct quiz with subject change. Student should be able to make changes easily and fluently.
No need to emphasize l'article défini or pronom objet here.	

CONCEPT TO BE TAUGHT	REFERENCES
Writing practice	

SPECIAL COMMENTS	EVALUATION
See Comments, Unit I, Writing practice. Assign additional similar drill to individual students as it is needed.	Use Chapître Deux Exam for final evaluation of progress.

UNIT III

CONCEPT TO BE TAUGHT	REFERENCES
Word identification - Vocabulary	Parler et Lire, Chapître Trois Petit Dictionnaire, pp. 32-34 Teacher's Manual Overhead Projectuals
Reading comprehension	Parler et Lire La Vie Journalière #1 pp. 35 - 36 #2 pp. 37 - 38 Raoul Gérard à Montpelier: #1 pp. 39 - 40 #2 p. 40 #3 p. 41 #4 p. 42 #5 pp. 43 - 44 #6 p. 45 #7 pp. 45 - 46 #8 pp. 46 - 47 Raoul Écrit à Sa Soeur: pp. 47 - 50 Tapes - Selected Dialogues Teacher's Manual pp. 21 - 36

SPECIAL COMMENTS	EVALUATION
See Comment, Unit I on presentation. Note especially collège, lycée. Make use of antonyms and synonyms for rapid class drill.	Oral quiz (Suggestion: Student 1 gives definition, Student 2 word, etc.)
Note switch in emphasis. Longer conversations follow shorter dialogues, then summarization narrative. Note also that students are not furnished questions for longer conversations and narrative. Teacher may wish to 1. Furnish some questions 2. Ask students to write questions For La Vie Journalière, it may be wise now to insist on books closed. For longer conversations and narrative, books should be open.	Student should be able to locate answers with speed and accuracy.

CONCEPT TO BE TAUGHT	REFERENCES
Review: Le présent du subjonctif	<u>Parler et Lire</u> Grammar Section 6, pp. 344-347 <u>Workbook in French, Three Years</u> pp. 67 - 85 <u>French Review Exercises I - II</u> pp. 88 - 89 Tapes, <u>Parler et Lire</u>: Program B, Grammar Patterns A and B Tapes, <u>Le Français Vivant 2</u> 13-4 Sentence combination 14-7 Subjunctive of <u>aller</u> 14-8 Emotion 14-9 Subjunctive with change of subject 16-1 Subjunctive of <u>savoir</u> 16-2 Subjunctive of <u>faire</u> 16-3 Doubt 17-4 Subjunctive of <u>vouloir</u> 17-5 Subjunctive of <u>pouvoir</u> 17-6,7 With certain conjunctions 18-5 Doubt (impersonal expressions) 18-6 Pleonastic <u>ne</u>

SPECIAL COMMENTS	EVALUATION
Teacher may wish to give drill in listening comprehension, using taped dialogue in laboratory.	
Use drills as needed for laboratory.	
<u>Individualize</u> instruction.	
Select drills for individuals according to deficiencies.	
Require additional lab sessions for <u>individuals</u> as needed.	Several quizzes or written homework
Check file for additional written drills.	Check for <u>natural</u> use of subjonctif (without forcing).

<u>REMEMBER</u>: This is <u>REVIEW.</u>

1. Reemphasize.
2. Repair deficiencies.

CONCEPT TO BE TAUGHT	REFERENCES
Writing practice	Parler et Lire p. 50

Caution: In emphasizing the concepts as here presented, do not neglect the listening comprehension or speaking skills. Give sufficient time for drill in these skills.

SPECIAL COMMENTS	EVALUATION
This will perhaps be the first experience of writing a long composition. Careful guidance on the part of the teacher is advisable. Each student should have a conference with the teacher to go over his work and to avoid future errors. Students with serious writing problems may be given special drill in Beginning to Write French (Barrow Publishing Co.).	Use Chapitre Trois Exam for final evaluation of progress.

UNIT IV

CONCEPT TO BE TAUGHT	REFERENCES
Word identification - Vocabulary	Parler et Lire, Chapître Quatre Petit Dictionnaire, pp. 52-54 Teacher's Manual Overhead Projectuals
Reading comprehension	Parler et Lire La Vie Journalière #1 pp. 55 - 57 #2 pp. 58 - 60 Charles Bennett à Grenoble #1 pp. 61 - 62 #2 pp. 63 - 64 #3 pp. 65 - 67 #4 pp. 68 - 69 #5 p. 70 Pour Le Cercle Français pp. 72 - 77 Teacher's Manual pp. 37 - 56

SPECIAL COMMENTS	EVALUATION
See Comments, Units I, II, III.	Oral quiz (See Unit III.) Written work Matching Antonym - synonym Association
Use #2, La Vie Journalière for listening comprehension in lab. This will give variety to approach.	Student should comprehend passages and be able to locate information to answer questions.
Note increase in length of reading selections. Reemphasize reading for ideas rather than knowing meaning of <u>all</u> words.	
Encourage "intelligent guessing."	
Make assignments realistic.	
You know your class best. Adapt Teacher's Manual assignments to meet needs of your class.	
You do not have to do everything suggested.	

CONCEPT TO BE TAUGHT	REFERENCES
Review: L'imparfait	Parler et Lire Grammar Section 7, pp. 349-350 Workbook in French, Three Years pp. 16 - 19 French, Two Years pp. 27 - 32 Tapes, Parler et Lire Program B, Grammar Patterns A and B Tapes, Le Français Vivant 2 R 42 - Review of imparfait
Review: L'article partitif	Parler et Lire Grammar Section 38, pp. 422 - 423 French Review Exercises I - II pp. 30 - 32

SPECIAL COMMENTS	EVALUATION
Use additional written drills in file.	
Individualize instruction.	Check individual's ability to form imparfait.
No need now to review differences between passé composé and l'imparfait.	Familiarity with forms and natural use of l'imparfait should be demonstrated by student.
Check for command of partitif. Then assign remedial work as necessary on an individual basis.	Student should demonstrate oral command of this form and be able to write correct form.

CONCEPT TO BE TAUGHT	REFERENCES
Writing practice	Parler et Lire p. 78

Remember: All four skills are important.
Do not neglect any of them while emphasizing one!

SPECIAL COMMENTS	EVALUATION
Continue careful guidance of student's writing skill. Reading of each student's composition with him as it is corrected is a worth-while practice. It takes time but helps to avoid future errors. Rest of class can be doing lab drill in next unit or reading while time is devoted to this procedure. Continue to use Beginning to Write French as necessary with individual students.	Use Chapître Quatre Exam for final evaluation of progress.

UNIT V

CONCEPT TO BE TAUGHT	REFERENCES
Word identification - Vocabulary	Parler et Lire, Chapître Cinq Petit Dictionnaire, pp. 80 - 81 Teacher's Manual
Reading comprehension	Parler et Lire La Vie Journalière #1 pp. 82 - 83 #2 pp. 84 - 86 Auguste Garnier à St. Louis #1 pp. 87 - 88 #2 pp. 89 - 90 #3 p. 90 #4 pp. 91 - 92 #5 pp. 92 - 93 #6 p. 93 #7 p. 94 #8 pp. 94 - 95 Auguste Écrit à Son Père pp. 96 - 97 Teacher's Manual pp. 56 - 74

SPECIAL COMMENTS	EVALUATION
See Comments, Units I, II, III, IV. Vocabulary building is of great importance but should always be taught in context — never in isolation. Some students may learn quickly through French "Scrabble" or other games.	Student should demonstrate ability to assimilate and use these new words. Use oral and written quizzes and/or vocabulary games.
Use #2, La Vie Journaliere for listening comprehension in lab - very well dramatized. Teacher may also introduce new reading by using tape recording. Consult tape index - Parler et Lire. Continue to encourage "intelligent guessing." Make assignments according to the ability of the class.	Student should be able to locate information to answer questions and be able to summarize what he has read.

CONCEPT TO BE TAUGHT	REFERENCES
Oral drill (Spoken French)	Parler et Lire p. 86 - A
Review: Le participe passé; le passé composé Accord du participe passé Le plus-que-parfait Le passé du subjonctif	Parler et Lire Grammar Section 8, pp. 352 - 355 9, pp. 356 - 357 10, p. 358 11, p. 359
	Workbook in French, Three Years pp. 72 - 76
	Tapes, Le Français Vivant 2 5 - 3 Passé composé with object pronouns 9 - 2 Present to passé composé 13-2,3 Agreement past participle with direct object 19 - 5 Pluperfect 20 - 4 Verbs of motion (with être)
	Tapes, Parler et Lire Program B, Grammar Patterns A and B
	Transparencies on agreement

SPECIAL COMMENTS	EVALUATION
An excellent means for student dialogue Students can record in groups of two. (While special emphasis is given to oral drill here, it should always be insisted on in each and every class.)	Check for fluency 1. Correct vocabulary 2. Correct pronunciation 3. Correct intonation
Note error in Teacher's Manual - not présent du subjonctif, but passé. Review subjonctif as you present le passé du subjonctif. Make assignments on individual basis as needs develop. Check file for additional written drill. Check file for transparencies.	Check individual's ability to form these tenses. Student should demonstrate orally and in writing his ability to make correct agreements of past participle.

CONCEPT TO BE TAUGHT	REFERENCES
Writing practice	Parler et Lire p. 98

Continue to develop all four skills.

SPECIAL COMMENTS	EVALUATION
See Comments, Units III and IV.	Use Chapitre Cinq Exam for final evaluation of progress.

UNIT VI

CONCEPT TO BE TAUGHT	REFERENCES
Word identification - Vocabulary	Parler et Lire, Chapître Six Petit Dictionnaire, pp. 100 - 102 Teacher's Manual
Reading comprehension	Parler et Lire La Vie Journalière #1 pp. 103 - 105 #2 pp. 106 - 107 Sandra Carpenter à Lyon #1 p. 109 #2 p. 110 #3 p. 112 #4 pp. 112 - 114 #5 pp. 114 - 115 #6 p 116 #7 pp. 117 - 118 pp. 118 - 119 Teacher's Manual pp. 75 - 89

SPECIAL COMMENTS

Remember to review earlier Petit Dictionnaire assignments.

See Comments, previous units.

Use variety of approach :

1. Class games
2. Student - student drill

Make use of pictures to reinforce comprehension.

Interesting sidelight:

Have group of girls prepare and serve omelette (p. 119).

Use Edith Piaf's recordings with La Vie Journalière #1 for variety and interest.

EVALUATION

Student should demonstrate growing vocabulary.

Student should demonstrate

1. Ability to locate information
2. Ability to summarize
3. Ability to read for ideas rather than for translation.

CONCEPT TO BE TAUGHT	REFERENCES
Review: Le futur Le futur antérieur Le passé du conditionnel	Parler et Lire Grammar Section 12, pp. 360-362 13, pp. 363-366 Workbook in French, Three Years pp. 20 - 23 (Futur, conditionnel) French Review Exercises, I - II pp. 66-67 (Quand, lorsque,etc.) Tapes, Le Français Vivant 2 21-2 Response, past conditional 21-3,4 Conditional sentences 24-4 Future after quand, etc. Tapes, Parler et Lire Program B - Grammar Patterns A and B
Writing practice	Parler et Lire p. 120

Remember: We develop all four skills.

SPECIAL COMMENTS	EVALUATION
Check file for drills. With needs of individuals in mind, choose from the various references what is appropriate for use.	Student should demonstrate fluency and accuracy in the formation and use of these tenses.
Make use of lab as individual teaching device. Reemphasize agreement of past participle where appropriate.	
See Comments, Units III and IV.	Use Chapitre Six Exam for final evaluation of progress.

UNIT VII

CONCEPT TO BE TAUGHT	REFERENCES
Word identification - Vocabulary	Parler et Lire, Chapître Sept Petit Dictionnaire, pp. 122-123 Teacher's Manual
Reading comprehension	Parler et Lire La Vie Journalière #1 pp. 124 - 125 #2 pp. 126 - 128 Robert Tanner en Normandie #1 p. 129 #2 pp. 130 - 131 #3 p. 132 #4 p. 133 #5 p. 134 #6 p. 135 #7 p. 136 #8 pp. 137 - 138 Une Lettre de Robert pp. 139 - 143 Teacher's Manual pp. 89 - 105

SPECIAL COMMENTS	EVALUATION
Remember that vocabulary is taught along with and through reading comprehension.	Student should demonstrate his growing vocabulary in his performance in reading, writing, speaking, and listening comprehension.
Teach words as they are introduced in the reading.	A variety of testing techniques 1. Quiz (several types) 2. Games 3. Lab drills
See Comments, previous units.	
If possible, secure the film La Vie dans Une Ferme Française (Coronet Films) to use with readings on Robert Tanner.	See Evaluation, Unit VI.
Continue to emphasize reading techniques of "intelligent guessing."	

CONCEPT TO BE TAUGHT	REFERENCES
Review: Négation Interrogation	Parler et Lire Grammar Section 39A, p. 424 39B, p. 425 40, pp. 427-428 Workbook in French, Two Years pp. 193 - 197 (Interrogatif) pp. 213 - 216 (Négatif) (especially Ex. D, p. 215) Workbook in French, Three Years pp. 145 - 147 (Interrogatif) pp. 154 - 157 (Négatif) Tapes, Le Français Vivant 2 R20, 21, 22 (Négatif) R38, 39, 41 (Interrogatif) 10-6 (Negatif with infinitive) 11-1; 11-2; 12-2 (Interrogatif) Tapes, Parler et Lire Program B, Grammar Patterns A and B
Writing practice	Parler et Lire p. 140

SPECIAL COMMENTS

Check file for drills.

Give additional work to individuals as needed.

EVALUATION

Student should demonstrate fluency and command of these two grammatical functions.

Remember: Student-teacher conference on writing problems is very important.

Use Chapitre Sept Exam for final evaluation of progress.

UNIT VIII

CONCEPT TO BE TAUGHT	REFERENCES
Reading comprehension	Parler et Lire pp. 145 - 164 Teacher's Manual pp. 105 - 116
Review: Pronoms personnels: compléments accentués	Parler et Lire Grammar Section 21 A-B, pp. 390-391 21 C-D, pp. 392-39[illegible]
Prepositions with noms geographiques	Workbook in French, Two Years pp. 169 - 174 (Geographical expressions) Workbook in French, Three Years pp. 129 - 132 (Geographical expressions)
Prepositions with infinitifs	Workbook in French, Two Years pp. 217 - 222 (Preposition with infinitive) Workbook in French, Three Years pp. 48 - 58 (Preposition with infinitive) French Review Exercises I - II pp. 86 - 87 (Preposition with infinitive)
	Tapes, Le Français Vivant 2 16-7 (Sans, avant, après) 17-2 (Infinitives after verbs of perception) 17-3 (Verbs requiring à) 18-1 (Verbs requiring de) 18-3 (Adjectives requiring de) 19-1 (Verbs followed directly by infinitives) 19-2 (À, de, nothing)
	Tapes, Parler et Lire Program A and B, Grammar Patterns A and B

SPECIAL COMMENTS	EVALUATION
Note change in format. No formal word study in this unit.	
Cultural material may be introduced here, as these readings give wide diversion of experience and area of France.	See Evaluation, Unit VI.
Prepositions with infinitives very often present a problem for the student. They are best learned through practice and use rather than through learning of lists.	Student should be able to use, with ease and with small percentage of error, the more common and current verbs requiring prepositions.
This material will have to be re-entered later for additional drill.	Use quizzes and fill-ins.
This is the first time the material has been presented in a "total picture" form.	
For <u>teacher reference:</u> Précis de Grammaire, Paul Langellier, Holt, Rinehart, Winston, pp. 188-190	

CONCEPT TO BE TAUGHT	REFERENCES
Listening comprehension/Oral drill	Parler et Lire Chapitre Huit, pp. 145 - 164

SPECIAL COMMENTS

Chapter gives excellent opportunity for review of material studied. Thus it allows for much more recall of vocabulary in active classroom give-and-take.

EVALUATION

Student should respond with command of vocabulary in correct pronunciation and intonation patterns.

Grade on:
1. Intonation
2. Pronunciation
3. Command of vocabulary
4. Correct, idiomatic French

Use Chapître Huit Exam

for final evaluation of this unit.

UNIT IX

CONCEPT TO BE TAUGHT	REFERENCES
Word identification - Vocabulary	Parler et Lire, Chapître Neuf Petit Dictionnaire, pp.166-167 Teacher's Manual
Reading comprehension	Parler et Lire La Vie Journalière #1 pp. 168 - 171 #2 pp. 172 - 174 Pierre Dumesnil à Paris #1 pp. 175 - 177 #2 pp. 177 - 178 #3 pp. 178 - 179 #4 pp. 180 - 183 #5 pp. 184 - 185 Comment Ne Pas Se Distraire à Paris pp. 186 - 189 Teacher's Manual pp. 116 - 132

SPECIAL COMMENTS

See Comments, previous units.

Try to involve students in this study as much as possible.

Avoid teacher → student → teacher pattern of classroom; rather try to use student → student → student patterns.

If possible, secure one of the following films to use with readings on Paris:

Paris, la Ville et Ses Habitants

Coronet Films

Aujourd'hui Nous Visitons Paris

International Film Bureau.

Continue to emphasize reading for information rather than for translation.

For enrichment of reading experience, use the following filmstrips and tapes:

Paris - La Ville pour Flaner

Du Haut de Notre Dame de Paris

Tout Droit au Sacré Coeur

EVALUATION

See Comments, Unit VII.

Student should demonstrate his growing ability to read French. Use a variety of testing:

1. True-false quiz
2. Summarization
3. Multiple-choice quiz
4. Underlining answers to prepared questions
5. Preparing questions to ask other students

CONCEPT TO BE TAUGHT	REFERENCES
Review: Verbes réflechis	<u>Parler et Lire</u> Grammar Section 16, pp. 366-368 23, p. 396 <u>Workbook in French, Two Years</u> pp. 55 - 59 <u>Workbook in French, Three Years</u> pp. 33 - 36 <u>French Review Exercises I - II</u> pp. 71 - 73 Tapes, <u>Le Français Vivant 2</u> R45; 9-2 Passé compose with reflexives Tapes, <u>Parler et Lire</u> Program B - Grammar Patterns A and B
Writing practice	<u>Parler et Lire</u> p. 190

Remember: Keep class moving, but adapt your speed of presentation to class and individual ability to assimilate the material. Base new material on what has already been learned.

SPECIAL COMMENTS

Additional drills in file folder

Use French Review Exercises I - II, pp. 71 - 73, for a more sophisticated drill which requires recall of many grammatical structures. This drill is best for better students.

Individualize instruction!

EVALUATION

Student should demonstrate his command of these important verbs. Check especially agreement of past participle with reflexives.

See Comments, previous units.

Use Chapître Neuf Exam for evaluation of total unit.

UNIT X

CONCEPT TO BE TAUGHT	REFERENCES
Word identification - Vocabulary	Parler et Lire Chapître Dix Petit Dictionnaire, pp. 192-193 Teacher's Manual
Reading comprehension	Parler et Lire La Vie Journalière, pp. 194-195 Maryse Daumier à Saint Paul #1 pp. 196 - 197 #2 pp. 198 - 199 #3 p. 200 #4 p. 201 #5 p. 202 #6 p. 203 #7 pp. 204 - 205 #8 p. 206 #9 p. 207 #10 p. 208 #11 p. 209 #12 p. 210 #13 p. 211 La Chanson de Roland pp. 213 - 217 Teacher's Manual pp. 133 - 151

SPECIAL COMMENTS	EVALUATION
Continue procedures as listed previously; remember variety and student involvement.	Check student mastery by 1. Oral quiz 2. Multiple choice 3. Matching 4. Games a. "Hangman" b. Dictionary "Bee"
Note switch in text to more narrative type of reading material.	See Note, Evaluation, Reading, Unit IX.
Good opportunity here to introduce cultural background through literature.	
Assign reading selections according to ability of individuals.	
Insist on reading for information.	

CONCEPT TO BE TAUGHT	REFERENCES
Review: Pronoms interrogatifs	Parler et Lire
Adjectifs descriptifs	Grammar Section 24, pp. 397-399
Adjectifs interrogatifs	34A-B, pp. 415 416
Adverbes	29,30, pp. 408 - 410

Workbook in French, Two Years

pp. 193 - 197 (Interrogatives)
pp. 164 - 168 (Adverbs)

Workbook in French, Three Years

pp. 96 - 102 (Adjectives)
pp. 121 - 125 (Adverbs)
pp. 145 - 147 (Interrogatives)

Tapes, Le Français Vivant 2

R38,39	Interrogatives
4-2, 3	Bel, vieil, nouvel
4-4	Heureux, bon, fou
4-5	Doux, faux, gros, bref, blanc
5-1,2	Adjectives—meaning change with position
7-4	Meilleur, mieux
9-1	Irregular adverbs
11-2	Interrogative pronouns
12-1,2	Interrogative pronoun lequel

Tapes, Parler et Lire

Program B - Grammar Patterns
A and B

SPECIAL COMMENTS	EVALUATION
Take opportunity to review. Give students who have shown competency opportunity to teach others in the class. They will reinforce their own learning. Students of advanced levels often can be used to give special drill to slower students in lower levels.	At this stage of his learning, student should demonstrate complete command of these patterns.

CONCEPT TO BE TAUGHT	REFERENCES
Writing practice	Parler et Lire p. 212 p. 218

SPECIAL COMMENTS	EVALUATION
Either writing drill may be appropriate, depending on class interest. Advanced students may enjoy research in the library and may be given opportunity to write résumé of their findings as an alternative. Do not be afraid to "free" students from class for this work if they are able to do it. Continue to use Beginning to Write French as necessary.	Use Chapitre Dix Exam to evaluate student's progress.

UNIT XI

CONCEPT TO BE TAUGHT	REFERENCES
Word identification - Vocabulary	Parler et Lire, Chapître Onze Petit Dictionnaire, pp. 220-221 Teacher's Manual
Reading comprehension	Parler et Lire La Vie Journalière pp. 222 - 225 Etienne Larousse à Strasbourg #1 pp. 226 - 228 #2 pp. 229 - 230 #3 p. 231 #4 p. 232 #5 pp. 233 - 235 Louis Pasteur pp. 237 - 240 Teacher's Manual pp. 152 - 167

SPECIAL COMMENTS	EVALUATION
Remember to teach vocabulary in context.	See previous units.
See Comments, Unit X.	Continue to insist on progress in reading skills. Use quizzes.

CONCEPT TO BE TAUGHT	REFERENCES
Review: Le passé simple	Parler et Lire
	Grammar Section 17, pp. 369-370 25, pp. 399-401
Pronoms relatifs	Workbook in French, Two Years
	pp. 44 - 47 (Passé simple) pp. 188 - 192 (Pronoms relatifs)
	Workbook in French, Three Years
	pp. 24 - 27 (Passé simple) pp. 139 - 141 (Pronoms relatifs)
	French Review Exercises, I - II
	pp. 79 - 80 (Relative pronouns)
	Tapes, Le Français Vivant 2
	R40 (Qui, que) 7-1,2,3 (Passé simple) 8-3 (Passé simple) 13-1 (Ce qui, ce que) 14-4 (Lequel) 14-5,6 (Dont)
	Tapes, Parler et Lire
	Program B - Grammar Patterns A and B

SPECIAL COMMENTS	EVALUATION
Continue to individualize instruction.	Student should demonstrate ability to recognize passé simple, convert to passé composé. He should also be able to write the passé simple in changing from present or passé composé forms.
See previous units.	

CONCEPT TO BE TAUGHT	REFERENCES
Writing practice	Parler et Lire p. 236 p. 242

SPECIAL COMMENTS

Either writing drill may be assigned. Try to adjust assignment to student.

EVALUATION

Use Chapître Onze Exam to evaluate student's progress.

UNIT XII

CONCEPT TO BE TAUGHT	REFERENCES
Word identification - Vocabulary	Parler et Lire - Chapître Douze Petit Dictionnaire, pp. 244 - 245 Teacher's Manual
Reading comprehension	Parler et Lire La Vie Journalière pp. 246 - 247 Jean-Claude Dumanoir à Carcassonne #1 pp. 248 - 249 #2 pp. 249 - 250 #3 pp. 251 - 252 #4 pp. 252 - 253 #5 p. 254 #6 p. 255 #7 p. 256 #8 p. 257 #9 p. 258 #10 p. 259 L'aviation Française pp. 260 - 265 Carcassonne pp. 267 - 279 Teacher's Manual pp. 167 - 191

SPECIAL COMMENTS	EVALUATION
Continue to teach vocabulary in context. In material of next level, vocabulary to be mastered will not be set apart in lists.	See previous units.
Note length of reading sections. You may wish to omit some sections.	Student should be able to read with comprehension longer narratives. Check comprehension by a variety of means as suggested in previous units.

Check audio-visual cabinet for slides of Carcassonne.

CONCEPT TO BE TAUGHT	REFERENCES
Review: Participe présent Pronoms démonstratifs Adjectifs démonstratifs	**Parler et Lire** Grammar Section 18, p. 370 26, pp. 402-404 **Workbook in French, Two Years** pp. 202 - 205 (Celui) pp. 209 - 212 (Ceci, cela, etc.) **Workbook in French, Three Years** pp. 48 - 51 (Present participl pp. 142 - 144 (Demonstratives) pp. 151 - 153 (Ceci, cela, ce) **French Review Exercises, I - II** pp. 29 - 30 (Demonstrative adjectives) pp. 78 - 79 (Demonstratives) Tapes, **Le Français Vivant 2** R-26 (Demonstrative adjectives) 14-2,3 (Celui, celle, etc.) 16-5,6 (En + present participle) Tapes, **Parler et Lire** Program B - Grammar Patterns A and B

SPECIAL COMMENTS	EVALUATION
Give as much drill as necessary on individual basis. Check file for additional material.	Student should demonstrate his control of these grammatical patterns orally and on written quizzes.

CONCEPT TO BE TAUGHT	REFERENCES
Writing practice	Parler et Lire p. 266 p. 280

SPECIAL COMMENTS	EVALUATION
Give student choice of topic. He will write better French on a topic which interests him. Continue practice of student-teacher conference.	Use Chapître Douze Exam to evaluate unit progress.

UNIT XIII

CONCEPT TO BE TAUGHT	REFERENCES
Word identification - Vocabulary	Parler et Lire, Chapître Treize Petit Dictionnaire, pp. 282 - 283 Teacher's Manual
Reading comprehension	Parler et Lire La Vie Journalière pp. 284 - 286 Claudette LaFarge à Paris #1 pp. 287 - 288 #2 pp. 288 - 289 #3 pp. 290 - 291 #4 p. 292 #5 pp. 293 - 294 #6 pp. 295 - 297 #7 p. 298 Molière pp. 300 - 305 Teacher's Manual pp. 191 - 207

SPECIAL COMMENTS	EVALUATION
Page 283 presents good opportunity to review numbers. Student can call number, other student give name of animal, or in reverse. Continue previous practices.	See previous units.
Good opportunity to recall cultural material on Paris. Represent with slides if possible. Check audio-visual cabinet.	See previous units.

CONCEPT TO BE TAUGHT	REFERENCES
Review: Pronoms possessifs Adjectifs possessifs Comparison des adjectifs et des adverbes	Parler et Lire Grammar Section 27, pp. 404-405 32, p. 412 Workbook in French, Two Years pp. 155-159 (Possessive and demonstrative adjectives) pp. 160-163 (Comparison, adjectives) Workbook in French, Three Years pp. 113-117 (Comparison, adjectives) pp. 126-128 (Possessives) French Review Exercises, I - II pp. 33-34 (Comparison, adjectives) pp. 35-36 (Comparison, adverbs) Tapes, Le Français Vivant 2 R-24,25 (Possessive adjectives) R-30 (Comparison of adjectives) R-31 (Comparative and superlative, bon, mauvais) R-32 (Comparative, aussi ...que) R-33 (Comparative and superlative, bien, mal) 15-1 (Possessive pronouns) Tapes, Parler et Lire Program B, Grammar Patterns A and B

SPECIAL COMMENTS	EVALUATION
Use drills as necessary for recall and reteaching.	Student should have firm command of these grammatical patterns. Use oral quizzes and written homework for evaluation.

CONCEPT TO BE TAUGHT	REFERENCES
Writing practice	Parler et Lire p. 299 p. 306

SPECIAL COMMENTS	EVALUATION
Give student choice of topic. Better students may wish to research more material on Molière in the library. Continue student-teacher conferences.	Use Chapître Treize Exam to evaluate unit progress.

APPENDIX A

Testing the Four Skills

Testing the Four Skills

Following are some suggestions for helping test the four skills. Item types have been gathered from tests that have already been published or that are soon to be published. Teachers should be able to adapt at least some of these to their own classroom tests.

Listening Comprehension

1. True-False Statements. The speaker or tape presents a number of statements, each statement being presented twice. The student indicates in some prearranged manner whether the statement is true or false.
2. Action-Response or Body Motion. The student carries out the commands given by the speaker.
3. Multiple Choice. Type "a" below involves some ability to read; in types "b" through "c" the multiple-choice answers may be presented orally or may be written on the student's test.
   a. Sound Discrimination. The student's test contains a set of four statements with slightly different meanings but with similarities in sound. The speaker or tape repeats one of the four statements twice. The student checks the statement read.

      Speaker: I hate cake. (Twice)

      Choices: A. I bake cake.

      B. I hate cake.

      C. I ate at eight.

      D. I ate cake.

b. Recognition of Correct Answer to Question Presented Orally.

The speaker or tape asks a question. The student indicates which one of the four responses is the correct one.

Speaker: What do you answer when you are asked, "How are you?"

Choices: A. You're welcome.

B. Nine o'clock.

C. Fine, thanks.

D. At home.

c. Recognition of Correct Completion of Incomplete Statement. The speaker or tape presents an incomplete sentence. The student chooses the word or phrase which best completes it.

Speaker: I eat because_____(Twice)

Choices: A. I am tired.

B. I am hungry.

C. I am doing my homework.

D. I like television.

d. Recognition of Multiple-Choice Answers Based on Passage Presented Orally. The speaker or tape presents a conversation or passage twice. Each question is presented orally twice. The student selects the proper answer for each question from the four choices given.

Speaker: Mrs. Jones stepped in front of her apartment door. She was discouraged. She had lost her keys. Her husband was in the hospital, very ill. Her daughter, whom she had met on the street, had told her that she had flunked her history exam.

1. Where was Mrs. Jones?

   A. On the street.

   B. In the hospital.

   C. In front of her apartment door.

   D. In school.

Speaking Ability. A test for speaking ability should be short so that if it is recorded, it will be possible for the teacher to listen to all the answers and score them, and if the test is given to one student at a time, it will be possible for the teacher to get to each student. The latter procedure may make it necessary to make a different test for each student or to see each student privately and in such a manner that there will be no communication between a student who has finished and one waiting to be tested. Scoring might be based on how soon the student responds, how good his pronunciation and intonation are, and how accurate his answer is. Most of the item types listed below involve listening comprehension as well.

1. Mimic or Echo. The student repeats what he hears.
2. Oral Reading. The student reads a passage aloud.
3. Questions. The student may be asked to answer questions about himself or about other topics. He may be asked to answer some questions in the affirmative and some in the negative.
4. Directed Dialog. The student is told to ask someone a question, or he may be told to relay a message to another person.
5. Response to Picture. The student is instructed to respond orally to a picture.

Reading Ability. The following question types have been used for many years to test reading ability.

1. True-False questions.
2. Questions on content.
3. Summaries.
4. Matching of items.
5. Completion.
6. Multiple choice.

Writing Ability. Writing ability should be tested at the subsentence, sentence, and paragraph levels.

1. Subsentence Level. Sentences are used in which one element, usually a word, is deleted and has to be supplied by the student. Words deleted should be non-content words such as prepositions, pronouns, conjunctions, negatives, auxiliary verbs, basic idioms, articles. Each item should have only one possible answer.

    1. He wrote not one sentence,_____two.
    2. She____gone to the movies every night this week.
    3. I picked up____very book he was looking for.

2. Sentence Level. The following item types are among those that can be used to test writing ability at the sentence level.

    a. Dehydrated or Fill-out. A sentence is "dehydrated" (words deleted), and the student must restore it to its original dimension. Words should be used in the order given, and some indication should be given as to the approximate length desired for the completed sentence:

"Construct an acceptable sentence of between ten and fifteen words, using the words in the order given."

(1) go concert if buy ticket

(I will go to the concert if I can buy a ticket.)

b. Rewrite. The student is instructed to change a sentence by changing the tense, subject, or number, or to make any other changes necessary.

c. Rejoinder. A rejoinder is written in response to an utterance.

(1) You're late again. (It wasn't my fault this time.)

(2) Finish your homework. (I'm too tired.)

3. Paragraph Level.

a. Paragraph Writing. The student is instructed to write a paragraph based on the elements given.

Using the items listed below, write a paragraph of about fifty words.

Winter vacation
John and Joe
New skis
Broken arm
Skis intact

b. Rewriting. The student is asked to rewrite a given paragraph, changing the time, the point of view, etc.

c. Combining Sentences. The student is asked to combine isolated sentences into a paragraph. The sentences will be structured to produce the desired type of response.

d. Fill-ins. A paragraph is presented containing blanks in place of certain words that have been deleted. An acceptable paragraph is to be reconstructed by filling in the blanks.